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AUTHOR Anderson, Kenneth V.
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ABSTRACT

The 2,300-title film library of the Lincoln Public School system was formerly in a book catalog format. When high catalog printing costs prohibited adequate updating of information, the decision was made to put the catalog on cards and to take the subject headings from the Sears List of Subject Headings. A card catalog was provided for each building, with a computer-generated book catalog which would include only the title, color or black and white, running time, and grade level. The card catalog was to be used to search for films to meet instructional objectives, whereas the book catalog was intended mainly to provide a convenient source of ordering information. After 5 years, the combination of card catalog and abridged book catalog has proved a practical way to offer a film catalog which arranges all entries in one alphabet, provides full annotations for every entry, is always current, integrates easily with the regular media center catalog, and costs less to produce. This report includes sample entries from both the card and book catalogs. (Author/LMM)

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Author: Kenneth V. Anderson

Title of article: THE FILM CATALOG: A NEW APPROACH TO AN OLD PROBLEM

Author's title: Administrative Assistant for Media Services, Lincoln
Public School System, Lincoln, Nebraska

Employment: Media Specialist in Lincoln School 16 years. Present
position 6 years. Has taught cataloging at University of
Nebraska summer sessions.

Telephone and address: Home - (402) 466-9007
1331 West Avon Lane
Lincoln, Nebraska 68505

Office - (402) 473-0218

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The film library of the Lincoln Public School System, Lincoln, Nebraska, with its collection of 2300 titles is a part of the Media Services Network which supports the Division of Instruction.

The network is comprised of all building media centers supervised by media specialists and serving about 28,000 students and the central office coordinating team serving 1500 certified staff members: a director of media services for the system, an administrative assistant, a staff media specialist, and a volunteer coordinator, supported by communication specialists, acquisition and booking clerks, and clerk-typists.

The film library is housed in the Instructional Media Center which also houses the videotape library, kits, and models. Other centralized services include the Media Processing Center which provides cataloging and retrieval systems; the Staff Media Center which houses the professional and curriculum libraries;

and the Instructional Design Center which provides graphics, photography, audio and video tape production.

In recent years one of the challenges encountered was that of providing a film catalog for the professional staff members. Until 1972 it had been the usual book catalog format with alphabetic arrangement of annotated titles and a subject listing arranged under numerous broad topics. The film catalog had been on a three-year revision schedule; therefore, when rising costs of printing demanded a longer interval between catalog revisions, it was time to try an alternative.

A central media cataloging and processing service was already in operation, and it seemed reasonable to make use of existing facilities wherever possible. The decision was made to provide a card catalog in each building together with a computer-generated book catalog which would include only the call number,

title, color or b&w, running time, and grade level. (Fig. 1) The card catalog was to be used to search for films to meet instructional objectives, whereas the book catalog was intended mainly to provide a convenient source of ordering information.

Several decisions were made with apprehension, but two which have proven to be basically sound were the decisions to put the catalog on cards and to take all the subject headings from a standard list.

The card catalog has some decided advantages over the book catalog: it is possible to arrange all entries in a single alphabet; the user may look for subjects and/or titles without having to refer from one list to another; and full bibliographic information and summary of content is given on every entry, eliminating the need to refer from subject list to title list. (Fig.2)

The card catalog is the only one which can be kept current. Most film libraries print a catalog every two or more years along with supplements of additions and withdrawals at various intervals. Unless the users of a catalog actually take time to line out withdrawals, they will have to check against the supplements each time they order films if they would avoid the frustration of ordering invalid titles. New films may not be requested because people forget to check supplements for new additions.

The card catalog, even when combined with an abridged book catalog, is less expensive than a book catalog which contains full information. The initial production of a card catalog may cost more, but the lower cost of maintenance will reduce the total cost over a period of years. Maintaining the catalog is a continuous procedure done in the Media Processing Center where it

becomes a part of the routine operation. The approximate cost for all material and labor to produce cards for this year's additions of 165 titles was less than \$500. This does not include cost of professional cataloging. The cost of printing 1600 abridged book catalogs was 75 cents per copy, for a total near \$1700, or a per teacher cost of \$1.06.

The decision to use a standard list in the choice of subject headings was perhaps the most significant decision. Sears List of Subject Headings was selected because it is the list used most frequently by school and public libraries. There are at least two advantages. It capitalizes on what people already know about information retrieval by their previous use of card catalogs and various H. W. Wilson publications, and cataloging films in the same way that other materials are cataloged

makes it possible to integrate the film catalog with the regular media center card catalog. Shouldn't students have access to information in films as well as other materials? Furthermore, teachers who search the catalog for films will also become aware of other materials appropriate to the subject.

Some routines for the production and distribution of new cards and withdrawal of old cards have assisted media specialists to keep their catalogs current. Before mats are run on the multilith, they are arranged in alphabetic order so that cards are always delivered to the media center ready for filing. When films are withdrawn from the collection, media specialists are provided with a list which arranges all entries in a single alphabet to facilitate removal of cards from the catalog. The stack of withdrawn cards from each media center is sent to the film library where it is compared with the master stack. If

any cards have been overlooked, the media specialist is asked to recheck the process.

If the two elements used in our card catalog--a standard list of subject headings and the subject listing in a single alphabet--were applied to book catalogs, the latter would be more useful.

A standard list of subject headings can be used in any kind of catalog. Film librarians have made the statement that Sears List of Subject Headings is not adequate for films, Has there ever been a film produced on a subject about which a book has never been written? If Sears List of Subject Headings is adequate for books, it is adequate for films. Actually, no list is ever completely adequate in itself. Information is not static. As new subjects are treated, whether it be in books or films or any other format, new headings must be devised.

would be served by placing all subject headings in a single alphabet rather than grouping them under broader subjects. The latter practice requires that catalog users first speculate about which category to look under to find the specific subjects in which they are really interested. This practice seems to disregard what professional catalogers have learned over a long period of time. Observe the various H. W. Wilson periodical indexes, all arranged under one alphabet, which people use every day with comparative ease.

Five years later it appears that our combination of card catalog and abridged book catalog is a practical way to offer a film catalog which arranges all entries in one alphabet, provides full information including annotations for every entry, is always current, integrates easily with the regular media center catalog, and costs less to produce.

SOCIAL PROBLEMS

1312-19 CHRISTMAS IN APPALACHIA
29M 7-12
2013-94 GHETTO GAME 7-12
1100-14 GOODBYE LYNN 21M C 7-12
2054-04 IS IT ALWAYS RIGHT TO BE
RIGHT 8M C 4-12
1715-14 MAN AND THE MACHINE GR 7-8
ONLY 15M C 7-9
2030-94 OUT OF THE MAIN STREAM C 7-12
1910-04 REFINERS FIRE 6M C 7-12
1718-14 UNFINISHED STORY GR 7-8
ONLY 15M C 7-9
1875-04 VERY NICE VERY NICE 8M H.S.

SOCIOLOGY

2321-75 BIRDS OF A FEATHER 21
20M 4-6
1255-19 MUTTERITES 28M 7-12
1015-04 MEMBER OF SOCIETY 10M C 7-12

SOLAR SYSTEM

1511-14 HOW WE STUDY THE SUN
14M C 7-12
2035-C4 OUR SUN AND ITS PLANETS 11M C K-6
1023-94 PLANETARIUM C 4-6
1244-C4 PLANETS OF THE SUN 9M C 4-9
1738-C4 SUN 9M 7-12

Figure 1

SOCIAL PROBLEMS

1100- Goodbye Lynn (Motion picture) Centron
14 Educational Films, 1972.
21min. sd. col. 16mm. (7-12)

A teenage, unwed, pregnant girl tells her ordeal of facing family, friends, teachers, and her boyfriend. Focuses on the social reactions to Lynn's plight and the emotional stresses she must endure.

1992- Solar energy: to capture the power of sun
14 and tide (Motion picture) ACI Media, 1975.
20min. sd. col. 16mm. (Coping with
tomorrow) (7-12)

Explains that some scientists are looking for sources of energy which are more pollution free than nuclear power by investigating the possibilities for harnessing the sun and tides. Shows a functional tidal power plant in France and a solar furnace which can produce temperature of 6000 degrees in less than a minute.

1. Power resources I. series

SOLAR SYSTEM

2035- Our sun and its planets (Motion picture)
04 Coronet, 1970.
11 min. sd. col. 16mm. (K-6)

Presents a simplified view of the solar system, with emphasis on Venus and Mars, and discusses the knowledge which has been gained from the exploration of space.